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HUMAN RESOURCES MANAGEMENT: Instalment 3

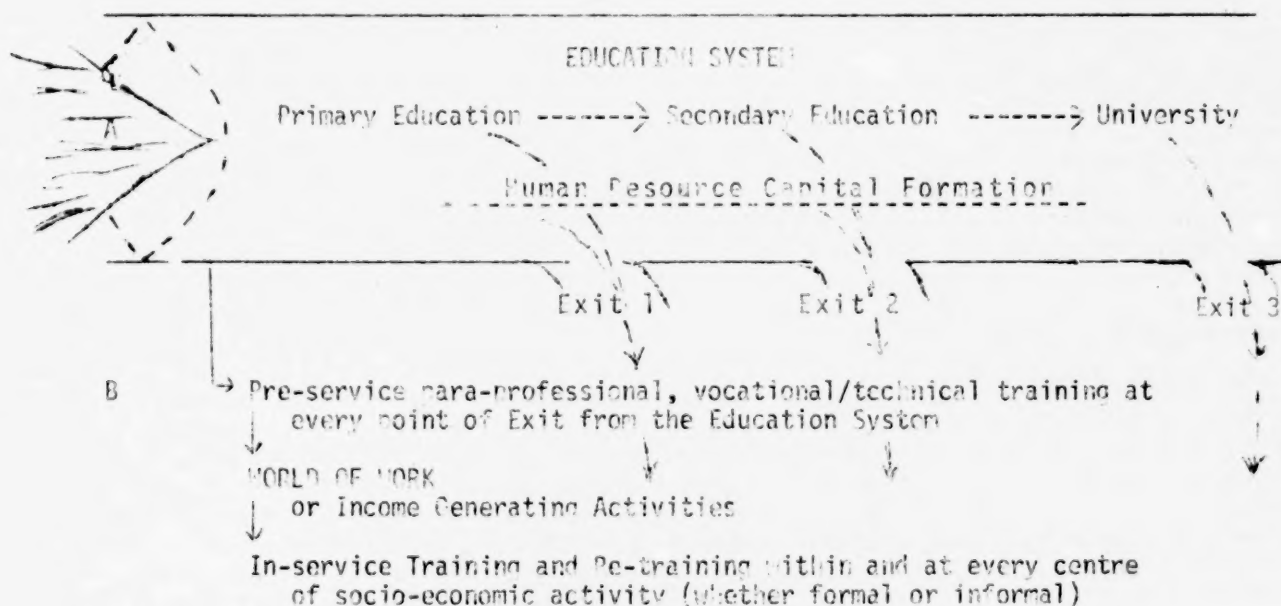
GUIDELINES FOR:

AN INSTITUTIONAL MACHINERY FOR TRAINING
AND CAREER DEVELOPMENT SUBSYSTEM

1. Nature, Scope and Purpose

1.1 The kind of training for which the training subsystem is concerned is less with what goes on in vocational, technical or academic education institutions of the formal education system, but more with what goes and should go on at every (i) point of exit from the formal education system: at which point some professional ministries like education, health, agriculture etc. have established pre-service training facilities for their staff; (ii) centre of socio-economic activity - be it formal sectoral production or service rendering public and private corporate body, or informal sectoral, traditional crafts, production or entrepreneurial income generating activities for which purpose there should be in-service training and re-training activities like those undertaken by company training units.

1.2 As a matter of policy therefore, it is imperative that governments provide for and require that every employer or consumers of human resource - be it government ministries, departments or public and private corporations, provide the training facilities and opportunities at: (i) every point of exit from the formal education system; and at (ii) every centre of socio-economic activity as indicated hereunder:



1.3 The purpose of training to be undertaken at the above-mentioned points and centres is for: (i) the development or acquisition of initial job/profession/vocational skills as to facilitate easy adjustment into a career or job; (ii) improving performance or enhancing efficiency and productivity on the job; (iii) keeping abreast of and with the "state of the arts", thus avoid obsolescence of skills and ensure accommodation to changing technology policies, equipment, job processes and procedures, and requirement for deployment;

(iv) making the workforce flexible and adaptable in new assignments in the wake of automation and displacement due to technological take over; (v) as an instrument for executing promotion, succession and career plans within a given scheme of service of all job-groups and (vi) facilitating the transfer of technological knowhow from expatriate personnel or foreign owned companies to nationals and locally incorporated companies; (vii) facilitating transfer and acquisition or adaptation of technology by the under-developed or developing countries.

Rationale for Guideline

1.4 The need for this guideline proposal springs from: (i) the wasteful approaches to training, a waste which arises from uncoordinated activities and thin spread of resources that often leave no impact; (ii) lack of viable organizational structures, and where they exist, lack of clearly delineated units and defined terms of reference, functions and responsibilities for each unit; (iii) lack of profession oriented training staff, and where they exist, lack of commitment and clearly defined roles, functions and responsibilities as well as attractive schemes of service; (iv) lack of or inadequate funding arrangements that ensured a sustained availability of funds to service the training function, but also ensure equitable contribution to the training function, of all employers or consumers of human resource - be it government, public corporation or private sector organizations; (v) lack of, if not weak data and information systems base that ensured timely and systematic determination of training needs, relevance in the designed and operated training programmes, choice of programmes and institutions for training purposes, and effective evaluation of training programmes for cost effectiveness and impact on the performance of individuals, the workforce and employing organizations; and last, though first, but not least, (vi) lack of definitive and comprehensive training policy statements that not only: (a) embody national stands on the role of human resource in socio-economic development and how its qualitative development could be ensured; but also (b) sets out purposes, policy, administrative, staffing, data and information systems requirements and how relevance and quality are to be attained in training.

1.5 The process of human resource capital formation goes beyond training in terms of knowledge, skills and attitude formation. It incorporates ensuring physical and mental health wellbeing, nutritious food intakes, provision of adequate psycho-social counselling services for psycho-social stability, provision of adequate shelter, safe environments and environmental pollution surveillance and control measures; and an opportunity for people to utilize themselves productively. Thus training and career development is but one of the many programme inputs into the development of factor inputs that enhance the qualitative aspects of human capital required for enhanced productivity.

1.6 The following pages attempt to provide proposals for dealing with problems alluded to in paragraph 1.4 above, and for ensuring an effective training management system in the development of quality skills requirements for a national human resource capital formation system.

1.7 This installment is the third in a series of four installments. It proposes, for discussion purposes, a framework for: (i) deriving and formulating a comprehensive training policy; (ii) structuring and delineating the various units and their related functions in a training administrative and management system; (iii) determining staffing requirements, defining their role and functions, thereby developing their respective job-descriptions, and schemes of service; (iv) data and information base system; and (v) a funding system that ensures equitable contributions to the training function by all consumers of trained personnel be they government, public corporations or private sector organizations wherever they are, in rural or urban centres of socio-economic activity.

2. Training Policy Aspects ^{1/}

2.1 The need for training policies need not be overstated; for such policies (i) serve as a guide for making administrative decisions and undertaking action in respect of training; (ii) represent a government's view point; and (iii) establish a way of directing action and set the parameters of boundaries of relationships between the various organs engaged in training; (iv) serve as internal administrative law governing executive actions in respect of training and at the same time serve as a basis for censure in times of non-compliance.

2.2 Needless for it to be stressed that: (i) policies are not the usual personnel circulars, though such circulars may communicate new interpretations of and instructions for the implementation of the policy; and (ii) policies are not directives or commands; and neither are they a set of procedures, or systems and methods as such.

2.3 Training policies clarify government view points, mission and philosophy in respect of training activities, programmes and systems. They provide a pattern within which administrative delegation of authority to engage in or conduct training may be delegated and controlled. They also establish limits and guides within which authorised persons may make decisions and effect actions. Quite often, training policies anticipate future conditions and situations; and provide a framework for how such conditions or situations would be dealt with. They not only foster a favourable training management and coordinating climate, but they also produce a feeling of confidence in making decisions or censuring those who do not comply in respect of training. They nurture and encourage a spirit of self-reliance and the taking of initiatives in times of crisis management of the training function.

2.4 Training policies among others, indicate a broad statement of policy, its basic provisions and requirements, guidance relating to the training of the nations' work force; the establishment of national training facilities and programmes including those that are to be developed by each employing agency. Training policy states the purposes for which training development activities may be undertaken; and finally, though not least, provides an integrated description of the training authorities and the requirements established by the laws of the land, executive directives or regulations.

^{1/} In developing materials for this section, the author has freely drawn from (i) Policy Administration adopted from Dick Carlson, CFC, 1962; the introductory parts, and (ii) Basic FPM INST. 212 of the "Federal Personnel" Washington D.C., Sept. 6, 1974.

2.5 The following need to be considered in developing the substantive aspects of training policies:

2.5.1 Legal basis

1. Cite relevant - personnel circulars
- cabinet memoranda
- presidential pronouncements
- related chapters in government/organizational regulations
2. Indicate appropriate aspects in the scope of the law within national statutes and regulations, manuals and guidelines as issued regularly by the central agency or ministry responsible for the training function.
3. Cite other provisions of the law such as for:
Africanization/localization: emphasize requirements for training programme, timing and requirements for a copy to be deposited with the central personnel training agency and shared with the employer, trainee/counterpart employee and the central personnel training agency supervising and managing the localization programme.

Training aspects in the rehabilitation of the handicapped, prisoners, and juveniles.
4. Cite the substantive policy elements focussing on:
 - (a) Objectives/functions of training and career planning
 - (b) Policy of the coordinating agency in relation to:
 - (i) who is for training among the management/supervisory cadre and the subordinates; highly qualified and the unqualified ones;
 - (ii) intentions in respect of centralization, decentralization and flexibility in operation of training;
 - (iii) delegation of training responsibilities to government ministries for training and career planning
 - at national level
 - within civil service, parastatal corporations, private sector, and the rural sector
 - (c) Administrative machinery for policy execution regarding:
 - (iv) administrative policy guidance-central and ministerial/sectoral-including their respective advisory units;
 - (v) reporting and linkage relationships focussing on content and frequency i.e. who reports what, when and to whom;
 - (vi) guides/information and manuals to be undertaken/prepared;
 - (vii) nature, scope and activities to be regarded as constituting training;

- (viii) extent of cooperation and collaboration in and between ministries, parastatal corporations and private sector organizations;
- (ix) delineation of training programme execution functions and responsibilities:
 - 1. at national level
 - 2. for and within the civil service
 - 3. for and within parastatal corporations
 - 4. for and within private sector and the rural areas
- (x) delineation of advisory functions:
 - 1. at national level
 - 2. for and within civil service
 - for and within parastatal corporations
 - for and within the private sector and the rural areas

2.5.2 Responsibilities

1. The President: incorporate such functions as follows:
 - (i) Supervision and control of human resource development programme of the nation;
 - (ii) Supervision of the human resources development agency's discharge of its functions, duties and responsibilities on human resources development as provided for under the law and provisions of the training policy;
 - (iii) Designation of organizations or employers exempted from coverage under the law and policy on training;
 - (iv) Designation of presidential appointments to be appointed under the law and provisions of the training policy;
 - (v) Receipt for appropriate action and directive of reports on any non-compliance with the law or policy and regulations related to training;
 - (vi) Approval and transmittal to parliament of related reports and activities under the training law;
 - (vii) Delegation of authority vested in him to government agencies for conduct of training.
2. The Central (National) Training and Career Planning and Coordinating Agency: include such functions as follows:
 - (i) Planning, promoting and coordinating the development, continuous review, evaluation and improvement of training and career planning activities as provided for under the provisions of related policy and the law;
 - (ii) Assisting government ministries, parastatal corporations, and the private sector in the development of sound programmes and financial plans for training with particular attention and reference to planning, programming, budgeting, conducting, evaluating and improving training and career planning and development programmes;

- (iii) Developing, installing and maintaining a system to provide up-to-date training and career development data thus provide meaningful information to ministries, parastatal corporations and private sector requiring such information;
- (iv) Providing staff assistance and/or training of agency staff training officers in their career development, to government ministries and departments/agencies, parastatal corporation and private sector organizations so as to enable them and itself to carry out training and career planning function as required under the provision of the national training policy and law;
- (v) Initiating and formulating appropriate training policy reviews and formulation of new ones;
- (vi) Coordinating inter-ministerial, inter-parastatal corporations and private sector training conducted by and for them;
- (vii) Coordinating training identification activities, identifying functional area and setting priorities in which new or expanded training is required, thereafter conducting or arranging with ministries or agencies having competence;
- (viii) Set up and service a representative advisory council on training;
- (ix) Providing and arranging for research in training technology and the dissemination of findings therefrom;
- (x) Reviewing and/or establishing standards for and regulating and or coordinating the growth of training institutions;
- (xi) Encouraging agencies to develop and or make use of non-government training institutions;
- (xii) Developing and issuing nation-wide to government ministries, parastatal corporations and organizations in the private sector training and career planning regulations, guidelines and manuals relative to the conduct of training needs, design and development and conduct of training programmes, evaluation of training programmes, acceptance of fellowships and related contributions, awards, etc.;
- (xiii) Advising the Chief Executive on means of strengthening training and career planning effort and enhancing productivity through training;
- (xiv) Delegating certain authorities vested in central agency/ministry for training in specific professional areas for civil service, public corporations and private sector; and at the time of disguised unemployment.

3. Employers (ministries, parastatal agencies and employing organizations in the private sector).

Responsible and accountable to the Head of State through the central (national) agency/ministry as delegated. Each minister/permanent secretary and head of parastatal corporations and private sector responsible and accountable to the Head of State through the central (national) agency/

ministry as delegated. Each minister/permanent secretary and head of parastatal corporations and private sector organization, is responsible within the provision of national policy on training and the law for:

- (i) determining the training needs of the substantive ministry, parastatal corporation and private sector organization;
- (ii) establishing and conducting training programmes in response to these needs;
- (iii) determining/establishing in consultation with the central agency/ministry for human resources management or training, the kinds of training to be provided, the training facilities to be developed or used in areas of substantive specialization;
- (iv) establishing criteria for the selection of employees for training;
- (v) collaborating with other ministries, parastatal and private sector organizations for maximized use of their respective training facilities;
- (vi) selecting and assigning employees for training in accordance with their established career development plans;
- (vii) budgeting for and determining the strategies and extend to which their training will be financed;
- (viii) evaluating the results fo training and making appropriate adjustments in the training programme;
- (ix) reporting to the central agency responsible for training, all training activities;
- (x) providing on-the-job/in-service training to their employees and encouraging self-education for self-improvement of their employees;
- (xi) conducting research as assigned by the central agency/ministry for human resources management or as initiated by themselves in training technology as required to improve the effectiveness of their training programmes;
- (xii) set up and service agency advisory committee on training

4. Employees

- (i) To avail him/herself for training at least once in a given performance evaluation period or once every two years whichever is longer;
- (ii) To take the most advantage of training opportunities as accorded and report on intended action for applying acquired knowledge, skills in enhancing his/her productivity;
- (iii) Demonstrate enhanced productivity.

5. The Directorate of Industrial Training and/or Ministry of Finance:

- (i) Determine the percentage for training levy charge and the manner for its collection;
- (ii) Issue regulations and guidance related to funding and disbursement of funds for training.

2.5.3 Coverage of the policy of the law

- (i) Coverage: Indicate (1) ministries and agencies covered and (2) those exempted

Authorities for sharing training programmes and policies

Indicate:

- policy on training facilities and programmes
- conditions for exemption to use external facilities

2.5.4 Planning programme operations

(a) Training needs identification process and procedure:

- (i) Indicate timing and manner of determining training needs;
- (ii) Indicate procedure and processes to be used in determining training needs;
- (iii) Indicate frequency and coverage in manner of reviewing and consolidating training needs;
- (iv) Indicate processes for reviewing and consolidating training needs and setting priorities - national, sectoral and individual;
- (v) Indicate substance and scope of records to be kept

(b) Training programme establishment

- (i) Statement of policy on requirements for each ministry, public corporations or private sector/employing agency to develop its own training policy within the framework of the national training policy;
- (ii) Indicate the elements/focus of such a policy regarding
 - purpose of ministerial/organizational training
 - assignment of responsibilities
 - origin of the policy
- (iii) Indicate in general terms where training is to be provided;
 - national institutions
 - government institutions
 - private institutions
 - and the circumstances under which there will be exceptions
- (iv) Indicate action to be taken, timing and selection of who to take it in respect of:
 - development of programmes
 - priorities

- use of funds for training
- how employees self-development is to be fostered
- adequacy of staffing and organizational structure for effective training and career planning
- availability of related data and information

(c) Basic concepts and strategies of training programmes

- short/long-range needs
- existing and anticipated needs
- priorities and strategies in meeting these needs
- role of work assignment, re-assignment, rotation and transfers
- role of conferences, seminars, workshops, sandwich, day release, evening/correspondence, sabbatical leave, etc.
- replacement/arrangements during training to ensure
 - continuity of productivity
 - learnwhile working or working while learning on the role of Central Personnel Agency in arranging for the above

2.5.5 (a) Securing and allocating training resource

(i) Staffing:

- requirement for a designated training/staff development officer
- manner of recruitment, deployment and career development

(ii) Funding:

- how it will be secured on a cost "sharing"/mutual contribution basis and disbursed centrally and in each agency.

(iii) Institutions

- General policy regarding all institutions, be they private or public as national assets, the need for them to operate within a set framework of:
 - . regulations governing institutional growth/building
 - . standards to be met for certification and accreditation to engage in training
 - . certification and accreditation of graduating individuals
- Requirements and procedures for inspection of training institutions

(b) Applying resources

(i) Resources - needs matching

- (ii) Policy for maximizing the use of resources, linking institutions' curricular activities with the nearby centres of socio-economic activities

(c) Selecting training content, methods and resource

(i) Policy on/and guiding principles on ensuring:

- systematic approach to training
- cost effective operation

- efficient delivery of what is expected
 - that stating terminal behavioural objectives is a pre-requisite
 - (ii) Appropriateness and relevance of content and instruction
 - process to be employed in delineating:
 - must know
 - needs to know
 - nice to know
 - (d) Why and how appropriate methods, materials and strategies should be selected and used for:
 - knowledge development
 - skills training/acquisition
 - attitude adjustment
 - minimizing unnecessary controversy, criticism and countering national and organizational goals
 - (e) Selection of space
 - Minimizing restrictions on:
 - extent of working while learning or learning while working
 - extent of interference with and interface between study/training activities fostering initiative for self-development and sustained production/service rendering in the world of work.
 - assistance in choice of relevant programmes
 - assistance in financing self-initiated effort educational programmes
 - assistance in securing practical experiences and appropriate deployment after training
- 2.5.6 Selection and assignment of employees for training
- (i) Policy on selection for training for promotion, initial skills development, improved performance, or up-dating;
 - (ii) Establishment of selection procedures and criteria for each and in case of: training for:
 - . promotion
 - . re-assignment
 - . enhanced performance
 - . initial skills acquisition
 - . career growth
 - (iii) Agreement to continue in-service
 - (iv) Merit promotion procedures and the importance attached on performance in training
- 2.5.7 Utilization of trained persons:
- Policy on how they should be used to realize returns on investments in training
- 2.5.8 Evaluation of training:
- (i) requirement for conducting training programme evaluation
 - (ii) procedures and frequency

2.5.9 Career planning, guidance and counselling:

- (i) policy on integrating occupational testing, career planning and guidance into the education, training and employment practices
- (ii) identification of potential through testing
- (iii) development of and requirements for the use of test instruments
- (iv) staffing requirement for testing and guidance procedures
- (v) agency responsibilities
- (vi) Development of relevant data for occupational career guidance and counselling

2.5.10 Assistance from central agency/ministry responsible for human resources management in:

- (i) assessment of training needs
- (ii) development of training programmes
- (iii) selection and utilization of training facilities/resources
- (iv) developing and choosing training methods
- (v) production of reference materials

2.5.11 Inter-ministerial, parastatal corporations and private sector training policy guidance on:

- entering into agreements for collaboration
- development of inter-agency/ministerial training facilities
- joint training programmes
- the use of non-governmental facilities

2.5.12 Reports

- (a) General requirements frequency of reports on training
 - content of the report from executing ministries and agencies
 - . major policy changes
 - . impact of training
 - . anticipation of future
 - . assessment of value of training
 - . responses to specifically required information
- (b) training activities undertaken
 - statistical analysis by fields, grades etc.
 - long term training report
 - contributions and awards
 - employees failing to fulfill their obligations
- (c) localization of employment/training activities
- (d) annual training report: by agency responsible for training to consolidate the above.

3. Administrative aspects: (Some ideas for consideration)

3.1 The administrative aspects of the training and career development function envisages three components:

1. The administrative policy guidance at three levels
 - (a) The central guidance cluster centred at the division within the major government agency designated by law and national policy to initiate, administer, manage and coordinate the various activities in training and career development function as delegated by the President;
 2. (b) Sectoral or ministerial responsibility cluster centred in government ministries, each of which is responsible to the central (national) agency, and for training in (i) parastatal corporations;
(ii) private sector corporations (iii) rural/informal sector, and (iv) public/civil service as delegated by: (a) above or directed by the President under the training and career development law or policy;
 - (c) Each private and public sector corporation and government ministry having its own training unit answerable to the government ministry responsible for training in their sector;
 - (d) The executing cluster centred around
Pre- and in-service training institutions or centres at: (i) every point of exit from the formal education system; (ii) and within each production/service rendering operation as established by the central cluster at: (a) or specialized clusters at (b) or (c) above or by private entrepreneurs.

While for example, the manpower ministry with the responsibility for training may wish to retain the function of nationally coordinating training in the public service, they might wish to delegate to ministry of industry for monitoring and/or managing training for the private sector and public corporations respectively, and local government for training in rural areas.

Organizational sections and units to be derived from these functions would vary from country to country and in accordance with resources. The point to be made is that they constitute the minimum technical process functions in training and career development operations. With appropriate combinations or left to stand on their own, administrative sections and their subsequent units could be derived therefrom.

3.2 Advisory cluster - at two levels.

- 3.2.1 Nationally constituted by representatives of administrative and executing clusters plus trade unions, employers, chamber of commerce and professional bodies or as derived from specialized committees at levels a, b, and c above.

3.2.2 Sectoral, or area of specialization committees tied to institutions, ministries or production areas

3.3 Organizational aspects and functions of advisory bodies:

These could be at two levels; National level and sectoral or field of practice level.

Councils such as medical council, nurses council, legal council, architects or engineers guilds, clerical and commercial, management development, etc. could constitute professional advisory committees in their respective fields as is in professional/para-professional training.

Other committees are often constituted by product/manufacturing or service rendering line, industry or sector. Such committees could be for agriculture chemical, footwear, textile, furniture and timber etc. as is the practice in industrial training.

The national one could be made up of chairmen of sectoral/professional committees together with representation from training institutions, employers organization, trade unions, etc. This could be chaired by a minister of state responsible for human resources.

Whatever trade and level, their functions are advisory to the national central guidance cluster e.g. Ministry of Manpower Planning and Development, or to sectoral ministries or training units in private sector organization, and indeed to specific ministries and their executive training institutions.

Their functions include among others, the following:

1. To assist in determining training needs and advise on priorities for training in their area;
2. To assist in reviewing training programmes, plans and advise on relevance of the programme and ensure wide coverage;
3. To assist in formulating related training objectives, policies and advise on new objectives and policy thrust;
4. To assist in ensuring that trained persons are appropriately deployed and advise on training programme impact and workforce effectiveness;
5. To review related training and job performance standards and advise on new criteria and levels for certification and accreditation.

3.4 Functional/organizational aspects of training units:

Depending on the size of the establishment or volume of work, training department/division is one of the major subsystems of manpower ministry's human resources management system (the other two being manpower planning instalment 2, and employment and productivity planning, instalment 4).

In the training division, there are major functional activities each of which may deserve a section/unit of its own and a group of staff specializing in that function. Such major functions include (i) training need analysis and training information systems; (ii) training programmes design and operations; (iii) policy and training programmes administration; (iv) inspectorate - evaluation and workforce effectiveness monitoring (v) placement, guidance and fellowships administration; These are laid out over leaf:

Functional/Organizational Aspects

Major functions:

TRAINING AND CAREER DEVELOPMENT



Outputs

- Training needs systematically and regularly identified
- Training objectives and priorities set
- Rationale for systematic/relevance in training established etc.
- Training data and information systems base established
- Organizational training plans and programmes set
- Training activities set and operate in ministries
- Training officers cadre identified and trained
- Training manuals on technical aspects published etc.
- Training policies laws, regulations reviewed and issued
- Training budgets established
- Training reports received and consolidated into annual training report
- Training facilities established their development coordinated and regulated etc
- Guidelines on expected training performance standards set
- Workforce effectiveness established
- Training activities, programmes and facilities validated etc.
- Training inspection rate and schedules for inspection established
- Training selection criteria established
- Students identified and placed as appropriate
- Vocational and career guidance service, information and instruments established and used widely
- Career guidance personnel identified and trained etc.

4. Staffing aspects

4.1 Basic principles

- (i) Transferability
 - Between central division staff and the ministerial/other agency training units
 - Between pre- and in-service training institutional staff with the related ministerial/other agency training staff, subsequently central training and career development divisions;
- (ii) Uniform service between staff at pre- and in-service training institutions, ministerial/other agency training units and the career development division;
- (iii) Common terms and conditions of service raising from instructors - training personnel - principals of pre- and in-service training institutions to Deputy Director of Personnel Management - Training and Career Development Division and joining with the common public service cadre of director of personnel management;
- (iv) Centrally recruited (in some cases in consultations with specialized ministries/agencies) and deployed as appropriate: as is the case in personnel and accountancy officer cadre.

4.2 Major roles and functions:

4.2.1 Training development associations and practitioners are agreed on five major roles with varying details in the specific task functions.^{1/} These are as follows:

- (i) Teaching/learning or training specialist who is invariably referred to as instructor or lecturer. Their specific roles include conducting population and task analysis, identifying performance discrepancies and developing instructional objectives, designing course content and categorizing it into core, support and enrichment components, sequencing instructional objectives and the related subject matter, content, selecting or developing evaluation instruments and techniques, selecting and organizing content into incremental steps or modules; and in accordance with the sequenced objectives and content, selecting and using instructional methods and media in accordance with a pre-determined criteria, selecting or developing teaching/learning materials, preparing or adapting instructional session plans and notes, developing criteria for selection of participants and categorizing them into groups, validating phases or modules for training experiences, conducting instructional sessions in specific areas of competence, administering tests collecting related feedback and modifying an instructional system.

^{1/} See The Employee Development Specialist Curriculum Plan: An Outline of learning experiences for the employee development specialist, U.S. Civil Service Commission, Bureau of Training, Training Leadership Division, No. 1976.

- (ii) Training Administrator who schedules and coordinates maintenance and use of instructional/training facilities, classrooms and media (A.V. equipment), maintains and schedules the use of training personnel and facilities, ensures preparation/procurement or delivery of instructional materials, identify training facilities, secures needed accommodation for participants and training personnel, processes training requests and distributes acceptance letters, procures equipment and supplies, prepares and disseminates announcements and catalogues of training programmes, develops/provides and explains required operational guidelines, manuals and forms, develops, maintains and manages training data and information base system, establishes and maintains training resource library, prepares and circulates lists of new training programmes and facilities.
- (iii) Training Manager who initiates and follows a personnel action on training, initiates and provides inputs into the formulation, interpretation and implementation of training policies, determines annual personnel, facilities and funding requirements; develops and manages training budgets; develops and maintains training programme plans, procedures, guidelines and manuals; prepares specifications for requests.
- (iv) Career/Vocational Guidance Counsellor who identifies guidance and counselling needs of employees and trainees, identifies their weakness and strengths and aids them in developing alternative strategies for strengthening their strengths and minimizing their weaknesses, provides information to trainees and supervisors, analyses data from performance appraisal forms and from counselling case records and determines trends and indications of needs for organizational attention in respect of staff career/succession plans, develops or selects appropriate test instruments and those for recording data obtained from employees and supervisors.
- (v) Consultant who negotiates with clients to determine the nature and scope of the consultation effort, gathers information on organizational mission, goal, objectives, work processes, policies, etc. conducts situational/performance analysis for data gathering and problem identification, analyses the problem, determines its scope and develops alternative option strategies for its resolution, plans or determines intervention and withdrawal strategies to develop confidence in the client and minimize dependency, determines training implications of proposed changes of mission, objectives, technology, organizational structures etc. reports results of situational/performance analysis and solicits clarification, guides agency personnel in the application of methods, techniques and implementation of selected alternatives.

4.2.2 Each or all of these roles and the inherent functions will invariably be engaged in simultaneously or exclusively depending on where one is on the training execution line, i.e. from the learning specialist to the consultant. On the basis of these roles, appropriate job descriptions could be developed to accentuate full time involvement

in one role, indicate from time to time involvement in two others, and may be called upon to engage in one or the rest.

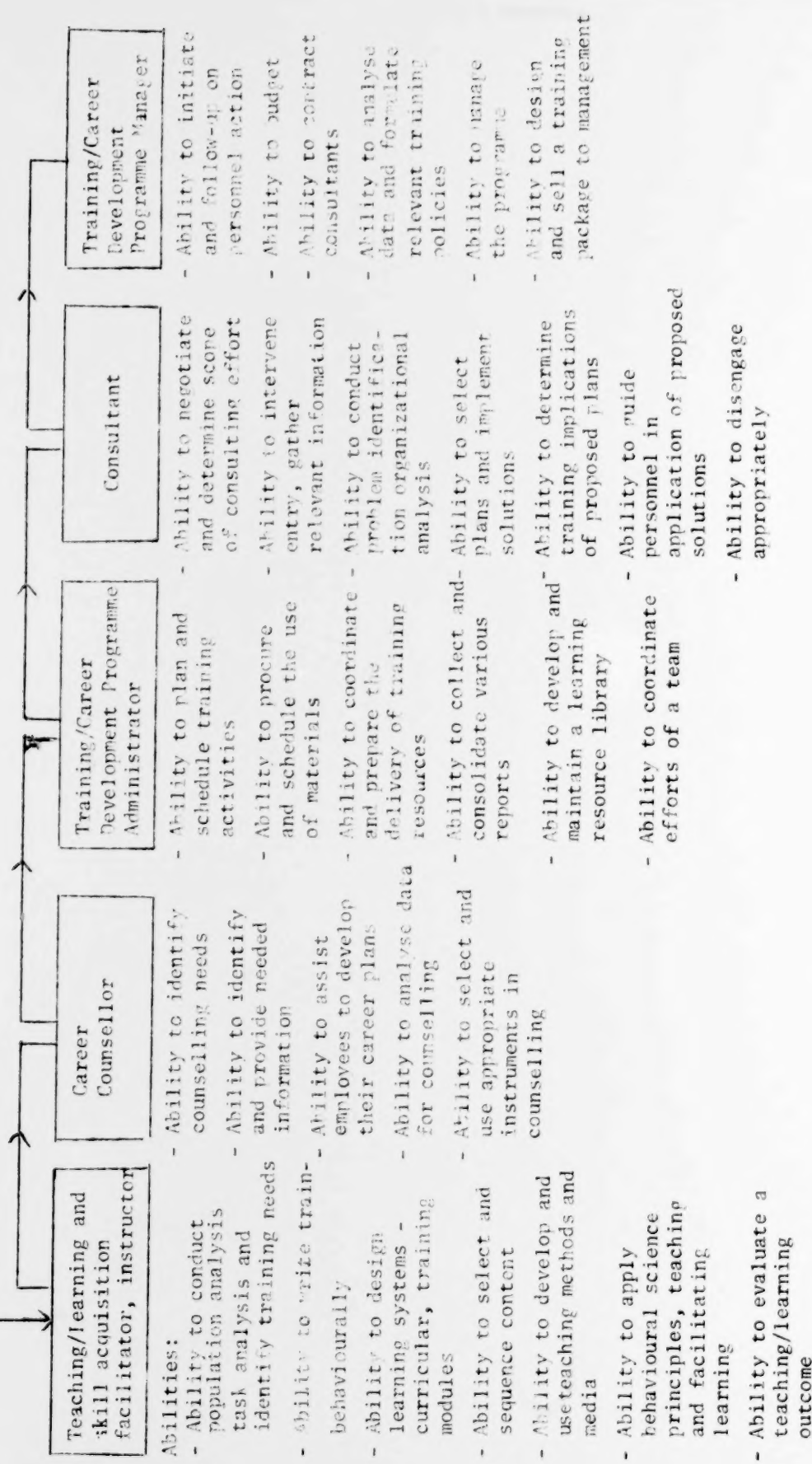
4.2.3 Thus a training/staff development officer whose full time role is teaching/learning specialist may from time to time be required to engage in the roles of a counselor or training administrator. Conversely, a training/staff development officer whose major role is training programme administrator may from time to time be called on to assume and execute the role and functions of a counselor or learning specialist. Similarly, a training/staff development officer whose major role is training programme manager is expected to from time to time execute the roles of a consultant and training manager, while expected to once in a while execute the roles of a teaching learning specialist. Conversely for those whose main roles are consultants, their job descriptions could include a from-time-to-time execution of a training manager/administrator role, with a sometime expectation of executing the counselor-learning specialists functions.

4.3 Specific abilities

4.3.1 On the basis of the major roles and specific functions, related abilities and requirements for training could be developed. An indication of the abilities required in each role functions is on the next page.

Functions and Roles:

Initial competence in appropriate area of ministerial/organizational



4.4 Scheme of service - some ideas for policy consideration:

4.4.1 A scheme to establish a professionally-oriented corps of training and staff development cadre and which will:

- (i) attract and retain professionally-oriented and technically competent training and staff development personnel;
- (ii) provide for grading and staffing patterns with greater vertical and horizontal mobility within the respective grades, and outside the various training and career development functions;
- (iii) unify training and career development service in training institutions as well as those in ministries and organizational centres of socio-economic activity.

4.4.2 The cadre which is to avoid dual holding of functions will largely man organizational units responsible for human resource development in ministries and other organizational centres of socio-economic activities throughout the country, be it in public, quasi-public or private sectors.

4.4.3 The role and function of the cadre will invariably be derived from the following major functions performed by training and career development units:

- (i) Administrative planning and arranging for the development and maintenance of the various training and career development institutions and programmes, related staff, material and financial resources, incorporating the following:
 - Budgeting of annual personnel, facilities and financial requirements;
 - Initiating the review of formulation of national training and career development policies and legislations;
 - Development and issue of training and career development plans, procedures, specifications and operational guidance to executing agencies;
 - Review of budgeting proposals and related execution plans, procedures, specifications and operational guidance to executing agencies;
 - Setting training and career development mission, and related programme objectives and evaluating the extent to which these are being met;
 - Review of manpower plans, projections, profiles and inventories and determination of their implications for training and career development of the national workforce;
 - Management and control of financial disbursement.
- (ii) Organization and management of the various training and career development functions, programmes and courses through setting policy, and issue of management guidelines required in the coordination, control and management of training programmes and executing agencies:

These include the following:

- Scheduling and coordination of training programmes and related on-the-job experience attachment activities;
- Control and regulation of training institutional standards, growth in relation to national financial and staffing capacity to absorb and maintain their recurrent costs;
- Derivation of training and career development implications from manpower plans, surveys, profiles, skill inventories and counselling data, audit and management services reports: and formulation of related training and career development plans;
- Maintenance of up-to-date records of training statistics, status, and skill profiles of trainees, trained personnel and institutional facilities;
- Identification of training institutions' programmes, placement of trainees and continued liaison and monitoring of their performance;
- Monitoring training and career development operations, evaluating these performance and developing appropriate reports;
- Development of related criteria for selection of trainees, selection and certification for accreditation of training institutions and programmes, instructional staff and consultants;
- Placement and monitoring of post training performance of the work force.

(iii) Establishment and maintenance of a viable occupational testing, guidance and counselling service and facilitating selection of alternative career job opportunities and the related training and career development alternatives for career development of the work force. These incorporate the following:

- Identification of career choice, growth and occupational guidance and counselling needs;
- Development of alternative career development plans, training plans and related job/promotional or upper grade opportunities;
- Selection or development of appropriate instruments for testing and identification of potential in every employee, recording the data and use in occupational/career guidance and counselling process;
- Provision of occupational guidance and counselling service to the work force and assisting them to choose, adjust and settle in a chosen career.

(iv) Consultancy through research and development of tools and methods, develop alternative option strategies and methods for refining training and career development and ensure organizational performance and continued viability. These will incorporate the following:

- Review of various audit and evaluation reports, perception of operational constraints and negotiation with organizations or parent agency as ministry to determine the nature and scope of problems and consultation effort.
- Gathering data on organization's mission, goals and objectives traditions, values in relation to work processes, procedures etc. related operational constraints and perceived problems;
- Determination, identification and validation of problem scope, nature, and development of alternative strategies for dealing with the problem;
- Provision and facilitation of wide spectrum of consultation in the choice and implementation of related option strategies;
- Monitoring the implementation process, evaluating results and development of remedial strategy, where necessary;
- Determination of training implications of contemplated changes.

(v) Design, development, implementation and evaluation of teaching training systems and experiences, incorporating the following:

- Conduct of population and task analysis;
- Derivation and specification of instructional objectives;
- Research and development of subject matter content, skill and attitude and enhancement of these components, related principles and operational procedures;
- Organizing and sequencing the content in core, supportive and incremental modules, as well as related instructional experiences;
- Selection/development of modern instructional techniques, media, physical facilities and methods;
- Selection, development and maintenance of up-to-date standardized evaluation techniques and instruments;
- Selection, development and maintenance of appropriate, instructional resources;
- Monitoring and validation of instructional processes and phases;
- Engaging in teaching/learning activities and facilitating mastery of specific subject matter, acquisition of related knowledge, accomplishment of related skill operations and induce attitudinal change;
- Provision of opportunity and facilities for the practical application of what is learnt;
- Collection and processing of feedback from training/instructional experiences.

4.4.4 Provision and ensuring availability of instructional, administrative, consultancy, and counselling support services incorporating the following:

- Reprographic, photographic, draughting and others related to the design and development of instructional media and equipment;
- Maintenance and repair of instructional equipment;
- Procurement, effective management and scheduling the use of instructional materials and equipment.

4.4.5 Under the provisions of national training policy, the cadre will operate within a grading pattern and structure which will:

- (i) provide parity, credibility and respectability in relation to other cadres. The same will branch from within and merge at the top with existing occupational group grades and salary structure;
- (ii) allow for career development from the general supervisory cadre and through appropriate training of trainers and other educational and training programmes develop into training/staff development officer cadre to form its own professional service and later merge into the top most general management/administrative service at the director of professional service level.

4.4.6 The grading patterns within the scheme will develop as per

- (i) At the general support service grade level, the entry point will be at a rising to and through appropriate training of trainers training and functional education programmes and related testing and certification procedure, develop into the professional cadre;
- (ii) The entry point into the professional cadre will be at rising to at the professional directorship level;
- (iii) The merger and entry point into the top-most general management and administrative cadre should be at rising to as in case in the existing structure of this grade

4.4.7 Job description for and within the cadre shall be based on major training and career development functions identified in paragraph 4.2. These will incorporate and aim at accomplishing the following role and task functions to be engaged in by personnel of the cadre:

- (i) Instructional/teaching-learning specialist
- (ii) Administrator
- (iii) Guidance and counsellor of employees
- (iv) Manager and organiser of training programmes
- (v) Consultant/change agent

- 4.4.8 These job descriptions, related task assignment and work load schedules will provide for balanced emphasis of these roles and functions. For top most professional, his job description will provide for detailed emphasis of one of the roles with diminishing emphasis on five others, for the second officer cadre and progressively down and emphasis of selected groups of tasks in or and diminishing emphasis in five or less others.
- 4.4.9 For the public sector, the cadre will be centrally recruited and deployed in each of the operating/specialized ministries and departments, for some cases they may be assigned ministries/departmental responsibilities for the training and career development functions identified in paragraph 4.2
- 4.4.10 As for public corporations and private sector centres of economic activities, policy requirements call for efficient operation of the function identified in paragraph 3.4. This will require posting of staff of at least five derived from within this career cadre and structure.
- 4.4.11 Job specifications for the various grades for the cadre to be developed and maintained. These shall constitute the basis for career development of the personnel at each of the grades within the cadre. Specific task analyses of each of the respective functions shall be performed and the respective knowledge skills and attitudinal requirements identified to constitute a training and career development component.
- 4.4.12 Professional training institutions and programmes for the development of the cadre are to be identified. Appropriate certification and accreditation criteria and standards are to be established to ensure quality. To be developed will be appropriate modules of course content, relevant reference materials, instructional media, and instructional and practical experience strategy guidelines to guarantee high level performance. These will be certified by national central personnel agency in collaboration with national and regional association of training development.

5. Data and Information Requirements

5.1 Effective training and related skills formation requires a great deal of decision-making based on great deal of information. Decisions on such questions as how to respond to a given performance discrepancies, when to mount an internal training programme, whether to build training facility, whether to take advantage of external institutions, who to train and where and for how long will all require a variety of data and information from a variety of sources and for different purposes.

5.2 Such decisions as on ideal levels of performance in relation to current and actual levels of performance, the magnitude of performance discrepancies, and the rationale and urgency of instituting training or organizational development programme strategies, the kind of skills needed, where they are needed whether in

the formal or informal sector and whether such skills will be cognitive (intellectual), affective (related to feelings and values) or psychomotor (performance) oriented, the choices of related subject matter content and the mode of bringing the subject matter to activate the development of required skills, are but myriads of questions upon which decisions have to be made; and which will require ready data and information base.

5.3 Because decision-making and choice making are continuous and varied so should the necessary flow of the related data and information be as continuous as it should be varied.

5.4 The purpose of this section is to provide the following indicative guide as to the type, source, relevance and utility of the data and information required by those responsible for initiating, planning executing, managing and evaluating the training and staff development function.

5.5 Factors that are of interest to training data collectors include such areas of consideration as:

- (a) the established levels and standards of productivity
- (b) the product or the output of work or socio-economic activity human factors such as (i) the type, nature of mix of human resources relative to the level of requirements in knowledge, intellectual, performance and affective skills, physical and mental requirements, the factors affecting the individuals desire for the job, organizational propensity etc. (ii) the environment, types and conditions of work.
- (c) type, process, technology and the related tools and equipment used in the production of the output.

TYPE	SOURCE	RELEVANCE	UTILITY
1. National classification of Occupational titles	Directory of Occupational Titles	Provides information on all national occupation	Used to derive a national profile of knowledge, and skill base
1.1 Occupational titles			
1.2 Industrial/income generating activities by sectors	Directory of industrial service rendering or income generation establishments	Provides information on all categories of all economic activities by division, major group and group	Used to determine the potential skills demand in the existing sectors, the overall orientation of education and training curricula, and the guidance and counselling efforts, and to estimate magnitude, composition and expected demand of skills in each sector and the related training programmes
Modern			
1.3 Social service rendering agencies	(i) National Standard Industrial Classification of Economic Activities	Provides information on all categories of all traditional entrepreneurial crafts production and other other income generation activities in the rural sector	Used to design tailor made training programmes and to determine the magnitude, frequency, and content of training programmes
1.4 Related processes, equipment and knowledge or skill base matrices	(ii) National Standard Traditional Crafts/Entrepreneurial Classification of Rural Income Generation Activities	Provides information on training needs and other performance deficiencies	Used to determine the placement of fellows, as well as the requirements for new institutions
2. Common and/or frequent operational discrepancies in each area of production or service rendering	Performance appraisal forms, and guidance and counselling records; and manpower audit reports		
3. Training institutions	Directory of education and training institutions by/ from ministries of education training agencies	Provides information on all training institutions by level and programme content	
(i) at every point of exit from the education system			
(ii) at every point of income generation/production activity			
by levels and programme thrust			

UTILITY

RELEVANCE

SOURCE

TYPE

Trainees - fields - institutions - expected time of completion - potential areas of deployment	Training institution registers	Provides information on the frame files by institutions field of study, employee, when expected to finish etc.	Used to determine the anticipated supply of skilled manpower to determine areas of deficiencies and preparation of immediate deployment of trained manpower
Plans - promotion plans - succession plans - corporate plans	Personnel management records	Provides information on planned training activities those due for promotion, the slots to fill, what needs to be done to prepare them as well as who they will be succeeding or to be succeeded and when	Used to determine who needs training and the purpose for which training is required
Establishment rosters a manning table	Personnel management records		Used to determine the manpower implications of planned growth and the magnitude of vacancies
Training programmes		Provides information on the type, levels and content of training programmes and the objectives and criteria for entry	

Training aspects:

Training is increasingly being recognized as an investment: Only that it is an investment of a different type. It is different from other types of investments in that (i) its returns are not often visible, and if they are they are no visible immediately and that (ii) it is an investment in people aimed at adding the human resources value "addedness".

Because of the invisibleness of the benefits of training, there is a tendency to: (i) reduce training budgets anytime there is a financial crunch; (ii) leave the functions to governments only to such an extent that where the government is the only active trainer, others who do not invest in training either poach the value "added" human resource from government, or embarrass the government by not vigorously implementing national policies relative to "indigenization" or realization of key positions.

Unlike other aspects of investments that related to human resource is supposed to lead to increased productivity. Increased human productivity is a function of not only, fully developed: (i) cognitive (thinking), affective (feeling for and valuing), psychomotor (physically manipulating tools, machines etc. to accomplish an activity, such as producing and delivering a "service", or an item for consumption); (ii) psycho-physiological well being (in terms of well functioning brain, senses, and sensory nerve receptors, muscles, skeleton, metabolic body systems) and subsequent reserve of energy stamina and vigour without apathy and morbidity; (iii) basic propensity physiological need satisfaction and the (iv) in-built desire for and readiness for work with the subsequent tendency for; (v) organizational managerial orderliness and a systematic approach to work in the fulfilment of the basic psychological needs.

Thus to nurture and to fully develop these human resource "value adding" resources is to guarantee enhanced productivity and reduce the high operational costs that often result from high staff turnover, wastage of material, managerial ineptitude, lateness, lateness in fulfilling set production targets and quality standards etc.; and to evolve and operate a programme that is addressed to all of these factors is an expensive act that should not be left to the suppliers only but should incorporate and involve the consumers and the consumed also.

The first cost sharing formula concerns the first beneficiary of training, i.e. the consumed, i.e. employee, and the consumer - employer, be it from the public, parastatal or private sector. In this regard, the cost sharing device involves:

- (i) the employee foregoes part of his leisure or free time be it tea, lunch or knocking of time break, or vacation and at week-end time
- (ii) the employer foregoing part of the employees production time.

The hours so foregone could be devoted to training in a form of in-service sandwich training. The cost sharing becomes visible if the related time foregone could be costed with financial value attached.

Within this category of foregoing, an employer can also arrange to pay the salary or part thereof, of the employee while away on training, and or else the cost could also be shared, through arrangements like the employee paying the costs, with the expectations of reimbursement.

The second aspect of cost sharing is between the public (government) sector and the private or parastatal sectors. While the government contributes through (i) the formulation, administration and enforcement of appropriate training policies; (ii) establishment and viable operation and staffing appropriate national training management machineries; (iii) provision and maintenance of training standards and institutional facilities and programme; and (iv) recurrent cost budgets, the private and parastatal sectors, could also contribute by: (i) setting up and maintaining their own training policies, training administrative machineries, and specialized centres and facilities, and programmes; (ii) establishing performance standards and production targets of quality and quantity, etc. and setting up a related budget.

In financial terms, financial resources can be collected and pooled in a variety of ways. The commonest take the following forms:

1. Industrial Training Fund which as is the case in Nigeria, Kenya etc. accrues from:
 - (i) levies whereby every employer is levied and contributes at the rate of an agreed percentage up to 1% of either the total pay roll or net profit returns;
 - (ii) surcharges to those deemed not to have engaged in or undertaken any training;
 - (iii) fees on every non-national employed until such time that a national has been found;
 - (iv) tax rebates or reliefs on any amount spent on training and staff development;
 - (v) training and fellowships components (budget lines) on technical assistance project funding.
2. Internal organizational budgetary allocations, which when implemented and properly managed, constitute the basis for refunds from the training funds accrued from above.
3. Individual employees cost outlays for training and self development in areas deemed and previously agreed between the employee and his employer as of mutual benefit.

Effective collection, and management of disbursement of funds derived from the industrial training fund requires the following:

1. National training council where training needs, training plans and budgets, targets, emphasis etc. are debated, negotiated and harmonized. The council could at least be made up of representatives from (i) government representatives (suppliers) of manpower; (ii) private sectors i.e. chambers of commerce, employers' association, manufacturers etc.; (iii) the parastatal corporations, etc. and (iv) employees unions.

2. A directorate to administer and manage the technical and administrative affairs of the council; like the collection and holding in trust of the training fund, keeping the accounts setting standards and testing.
3. A training fund board of trustees who manage the disbursement and of the fund. In addition to the national training fund board of trustees, there is need for each sector to have a sectoral board: Committee of trustees who manage the expenditures of the fund earmarked for that sector and hold in trust by the national training fund board of trustees.